

ANTH/EDCI 5620 and ANTH 4610 Online Syllabus
ANTHROPOLOGY OF EDUCATION
Fall 2020

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Office hours: You may contact me by email to set-up a virtual appointment. I will share my Zoom office hours times on Canvas.

DESCRIPTION

This class will introduce issues and approaches relevant to the study of education within the field of anthropology. The course is divided into two analytical sections. The first section provides an introduction to anthropological concepts and anthropological methods used in the study of education and schooling. This section examines the relation between anthropology and education by emphasizing the significance of cultural transmission. The second section is devoted to an examination of cultural transmission and appropriate approaches. In this section, you will be exposed to works in the field of anthropology of education that examine cultural difference, minority status, learning and policy. The third and last section of the course will emphasize application. In particular, this section will highlight interventions related to current and relevant educational “problems.”

OBJECTIVES

By the end of this course you will be able to:

- Explain the relation between anthropology and education.
- Recognize the major approaches used by educational anthropologists
- Use the theoretical insights and methodological tools of educational anthropology to create a research project

You will be able to achieve these objectives through various course assignments. Class activities, discussions, and reading journals will prepare you to recognize, explain, and use the content of lessons and class readings. The Research project assignments will allow you to use your critical thinking and apply the theoretical insights and tools of educational anthropology to a particular topic of your choosing.

A NOTE ABOUT LEARNING DURING UNPRECEDENTED TIMES (adapted from Dr. Jason Tham)

The COVID-19 pandemic continues and so do the challenges and suffering of people in our own country and around the world. As we try to navigate, manage, and survive during these times of injustice, persecution, joblessness, homelessness, sickness and death we have the opportunity to come together in this class. We are a learning community and as part of this community our engagement as individuals who are part of this collective space should be guided by the following principles:

People are the priority. Educational institutions claim that students and teachers are their top priority, yet the holistic wellbeing of students and educators is ultimately

demonstrated by actions and practices that clearly and uncompromisingly prioritize the people most impacted by them. As participants in the process of teaching and learning we should remember to put people first by practicing the ideas we will learn about in this class with empathy and compassion. We must remember to engage each other with our minds as well as our hearts as *sentipensantes*, human beings whose humanity is deeply connected to our ability to think and feel.

Stay informed. We will seek reliable sources of information to stay informed about developments related to the pandemic and to local and global social injustices. We will use this to make informed personal and professional decisions.

Communicate and connect. We will communicate with each other often and will remain connected. This may mean experimenting with communication platforms that may be new to some of us. It may also mean changing platforms as needed. Please reach out when you have questions and when you need support.

Celebrate accomplishments. We will take time to celebrate and mark our collective class accomplishments and the individual accomplishments that are significant to you. Any kind of achievement during an uncertain time is a testament to your ability to persevere and our collective ability to do it together.

Take time to thrive. It is important that individually and collectively we take time to take care of our minds, bodies, and spirits. If you are not feeling well and are struggling to do the work for this class let me know so that we can come up with alternatives. Do not push yourself beyond your limits; invest in self-care and self-preservation. Take time to do things that nurture your body, mind, and soul.

RULES OF ENGAGEMENT

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.

- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals. Rely on the credible sources of information.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.
- See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

REQUIRED READINGS (UNT Bookstore)

Levinson, Bradley and Mica Pollock. 2011. *A Companion to the Anthropology of Education*. Malden: Wiley Blackwell.

COURSE REQUIREMENTS

- Discussion Posts (5 points each)
- Reading Journal (50 points each)
- Community Project Journal (20 points each)
- Community Project Infographic (100 points):
- Synchronous meetings: Monthly 1 hour Zoom meetings (dates, times, and access will be decided based on available and convenient times for the entire class, the Zoom link will be posted on Canvas)
- Technology requirements:

[Canvas App and Browser Compatibility](#)

Software and other technical needs: Microsoft Office Suite, Power Point, Prezi, Google Docs, Google Drive, Zoom a microphone, webcam or computer with video camera and mic.

Technical skills: knowledge of how to upload and attach files, create power points, using the apps version of some of the software required for the course (Google drive, Google Docs, Zoom), know how to record video.

Digital literacy skills: using online library and online databases, using online academic search tools, citing information using Chicago Manual of Style.

Data Privacy: See the data privacy policies for:

[Canvas](#)

[Zoom](#)

[Microsoft Office](#)

[Prezi](#)

[Google](#)

Accessibility Statement: See statements for all [CLEAR supported technologies](#).

What other courses should I have taken before taking this class?

While there are no specific course prerequisites it is recommended that you have taken at least 1 upper division anthropology or education course.

What skills should I have from other courses?

You should be familiar with how to read academic articles and books, how to summarize and critique academic research, and how to write research papers. You should also have some understanding on how to communicate research to a broader audience.

FALL 2020 COMMUNITY PROJECT

The pandemic has impacted our local communities in myriad ways, and has dramatically altered the landscape of the education of language minority youth and other historically marginalized populations. Studies revealed that 1 out of 10 students did not turn in assignments and/or did not respond to teacher outreach [when teaching went remote in the Spring 2020](#). As districts prepare for the 2020-2021 school year at a time when the pandemic has yet to subside, many signs point to students engaging in some kind of remote learning once again. We are well aware that remote learning poses specific challenges to marginalized students and those [whose first language is not English](#), as they have frequently been underserved in our public education system.

While crises create challenges they also provide the opportunity to think and act in creative ways. We view this as a generative opportunity for schools and teachers to tap into these same students' (and their families') [rich funds of linguistic and cultural knowledges](#) that are oftentimes disregarded in our curriculums. We are hopeful that [culturally relevant teaching processes](#) can foment high engagement and curricular openings for those students who were already being left behind in face to face learning formats.

At Texas Woman's University (TWU) and the University of North Texas (UNT) we are committed to social justice and equity pedagogies and have partnered with the Bilingual/ESL Department in Denton ISD (DISD) on a project to address these inequities through a culturally relevant service learning and community engagement opportunity: the Homework/Mentoring Hotline. The purpose of this Homework/Mentoring Hotline is to partner pre-service teachers (PSTs) and other students from TWU and UNT with K-12 students and their families in DISD and provide support with homework and other school-related questions over the phone and/or in a virtual setting. The goals of the Homework/Mentoring Hotline are the following:

- critically listen to families and students and offer academic and social support in and around remote learning
- develop a trusting and consistent relationship with families and students
- offer mentoring about the path to college while also positioning themselves as co-learners with families and students

- document their experiences with families and students in online journals (Canvas); experiences are shared with DISD Bilingual/ESL Department and integrated into PSTs and other students coursework/evaluation The journals will be developed based on a listening guide. Students will document the time: date and time spent, family/DISD student preferred language, types of questions asked, answers/solutions provided, ideas for further thought/reflections.
- make connections to key theoretical perspectives in the course
- gain experience in working/learning with families and students through virtual learning spaces
- offer valuable community service to a university school district collaboration in response to a global pandemic

ASSIGNMENTS

1) Discussion Posts (5 points each)

This is a graduate seminar and participation is essential. Read each article/chapter and the week's lesson and participate in the online discussion. Each lesson will have several discussion activities; you will need to post your responses according to the instructions located within the lessons.

- Each week, you will post your original response to each discussion activity and your answers to the reading journal questions. In addition you will then post a substantive response to at least ONE other students' posts. Your original posts must and responses must be submitted no later than Saturday. Your total number of posts will vary each week, but within each lesson you must post:
 - 1 original response to each discussion activity
 - 1 original response to the reading journal questions
 - 1 response to other students posts

2) Reading Journal (50 points) The reading journal will consist of your answers to questions about the weekly readings. The questions will be posted in the lessons and discussion for each lesson. You must submit your answers to the assignment drop box and to the discussion. You should use a Word Document or Google Doc to answer the reading journal questions then you can copy and paste the answers or attach them to the assignment drop box and discussion. This is due on SATURDAY.

3) Community Project Journal (10 points each) Submit a short reflection of your community project volunteer activities in the form of a video journal entry through FlipGrid (no longer than 2.30 minutes). You are asked to commit to volunteering at least 2 hours per week. Please include in your reflection: 1) what you did/what types of questions were asked 2) how long you volunteered, when, how many calls you answered 3) note anything that was puzzling or surprising 4) note any takeaways or lessons learned. Because you will submit your journal entries as short FlipGrid videos you will be able to view other students' videos and comment on

them. This should help create conversations about the community project and exchange ideas.

4) Community Project Infographic (100 points): As a final semester project you will create an Infographic. The infographic is intended to summarize in a compelling and easy to digest format the information you gathered from your involvement with the homework hotline combined with what you learned from the class readings and discussions. You can use [Canva](#) to help you find free design templates. Your infographic must include the following: 1) the types of questions you answered as a volunteer for the homework hotline, 2) your hours of involvement and number of calls you answered 3) lessons learned that can serve as suggestions for the future 4) ideas from the class that related to what you did, the lessons learned, and/or the questions you answered as a volunteer (make sure you cite your references using the [Chicago Manual of Style Author-Date](#) citation format)

GRADING AND EXPECTATIONS

I believe that teaching and learning are forms of emancipation and empowerment that require mutual support and collective participation. Attendance is required as evidenced in your timely submission of class assignments. Late work will not be accepted unless you have a documented excuse (for example, a doctor's note). Please email me if you are unable to turn in an assignment by the deadline so that we can discuss your individual circumstances.

All grades will be assigned based on the following grading scheme:

100-89% = A
 88-79% = B
 78-69% = C
 68 -59% = D
 58% or below = F

I will return your graded assignments to you within about a week of their due-date. You should expect responses to emails, phone calls, or other inquiries directed to me within 48 hours.

For discussions please expect a response in the form of a post to the entire class rather than responses to individual postings. In these posts I will summarize some of the general points brought up in the discussions, address ideas that may need clarification, and bring up additional examples or ideas for further thought.

COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given

concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

OTHER IMPORTANT INFORMATION

Withdrawal: Withdrawing from a course is a formal procedure which YOU must initiate (for a “W” or “WF,” as determined by the instructor, with instructor approval). If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F.”

Statement on Plagiarism and Cheating: The department of anthropology considers graduate students to be new members of the community of professional anthropologists, who are thus held to the high ethical standards of practicing professionals. They are expected to follow the American Anthropological Association’s code of ethics: *“Anthropological researchers bear responsibility for the integrity and reputation of their discipline, of scholarship, and of science. Thus, anthropological researchers are subject to the general moral rules of scientific and scholarly conduct: they should not deceive or knowingly misrepresent (i.e., fabricate evidence, falsify, plagiarize), or attempt to prevent reporting of misconduct, or obstruct the scientific/scholarly research of others”* (<http://www.aaanet.org/committees/ethics/ethcode.htm>). Any work not meeting this standard will be evaluated in a hearing before the student; infractions will merit dismissal from the master’s program.

[Go to the Department of Anthropology website](#) for more information about paper writing, including how to avoid plagiarism, and how to use citations. Visit [UNT’s Center for Student Rights and Responsibilities](#) for information on the University’s policies regarding academic integrity and dishonesty.

UNT POLICIES

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional

information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.

- The work is identified as student work. If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Where to go for help:

Technical Help

If you have a technical problem in this course, contact the [UIT Help Desk](#) (If you do not understand the assignments or need help with the course content, please contact the instructor.)

In order for the Help Desk to help you, make sure that you have the following information:

1. The course title, number, and instructor
2. Which browser and browser version you are using
3. Where you are when you experience these difficulties (home, work, school, etc.)
4. If at home, please include your internet service provider
5. The exact text of any error messages
6. Your EUID and Student ID for troubleshooting purposes
7. Specific actions that led to the problems you experienced

Help with Canvas

The UNT Canvas server rarely experiences unscheduled down time. However, as with any type of technology, it is possible that it could fail.

If you need immediate help using a specific tool while you are in Canvas, you can access the [help guide](#). The instructions provided in this context-sensitive help are clear and useful.

Student Success

[The UNT Academic Success Center](#) provides academic support services for all UNT students. These services programs such as: The Writing Center and Office of Disability Access.

The [UNT Student Resources website](#) also has additional information to help you succeed at UNT.

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other Help

The anthropology department's graduate program coordinator is Lauren McGregor. If you have any problems or questions, please email her at: Lauren.Mcgregor@unt.edu

Note: The instructor reserves the right to add, delete, or revise segments of this course or syllabus.